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ADM 3322 A - Services Marketing

Fall 2018

Course Syllabus

Professor	Dr. Marzena Cedzynski
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Office Hours	Friday 13:00–14:00
Class Location	DMS 1130
Class Hours	Wed 13:00 - 14:30 & Fri 11:30 - 13:00
Prerequisite(s)	ADM 2320
Program of study	Mandatory course for Marketing option

Course Deliverables	Due Date	Weight
Class Attendance & Participation	All sessions	10%
Group Case Presentation	Various sessions	10%
Mid-Term Exam 1 (Chapters 1-7)	October 3	15%
Mid-Term Exam 2 (Chapters 8-14)	November 9	15%
Individual Assignment	December 5	20%
Final Exam	TBD	30%

COURSE DESCRIPTION

The course explores the knowledge (i.e., theory) and application (i.e., practice) of services marketing. Knowledge refers to service marketing concepts/models whereas application refers to the use of this knowledge to make effective decisions for service based organizations. The course emphasizes a way of thinking about services marketing through the use of case presentations and discussions, a short assignment, and relevant examination. Listening, creative thinking and effective verbal and written communication are of paramount importance.

Course Contribution to Program Learning Goals	CP	CS	IA	ME	FE
LG1: Understand, apply and integrate core management disciplines			X	X	X
LG2: Demonstrate critical thinking and decision making skills		X	X		X
LG3: Demonstrate leadership, interpersonal and communications skills	X				
LG4: Apply high standards of integrity, ethics and social responsibility	X	X		X	X
LG5: Demonstrate the ability to perform in a culturally diverse environment	X				
LG6: Pursue self-development and exhibit a commitment for life-long learning	X	X	X		
LG7: Provide value to the business community in a chosen area of specialization					

CP=Class Participation
ME=Mid-Term Exams

CS=Case
FE=Final Exam

IA=Individual Assignment

COURSE OBJECTIVES

Upon completion, each participant should be able to: adopt the necessary skills and point of view of an effective services marketing manager; present a framework and identify a set of tools for managing service organizations; demonstrate understanding of services marketing concepts.

REQUIRED MATERIALS

Wirtz, Chew, Lovelock, *Essentials of Services Marketing*, 3rd Edition, Pearson Publishing 2018.

METHODS USED TO EVALUATE STUDENT PERFORMANCE

Please see the important notes on page 4 regarding the grading policy of this course.

1. COURSE ATTENDANCE

As indicated in the academic regulations of the Telfer School of Management, attendance at courses of instruction is mandatory. Students who are absent for more than 9 hours of class time will not be permitted to write the final examination. Attendance will be taken after the first four class sessions, so that a student who enrolls on the final “add date” won’t be penalized.

2. CLASS PARTICIPATION

This reflects the quality of individual verbal contribution during a group’s case presentation, a group’s critique sessions and discussions occurring on other days (case, lecture), and attendance. Class participation is the classroom equivalent to professionals' participation in meetings. It is, therefore, considered important to success in this course.

3. GROUP CASE PRESENTATION

Two groups will present a case while other groups will critique the work. Twelve groups will be formed during the first week and groups are asked to sit together during the semester.

Each group will develop comprehensive slides. The content should outline a synopsis of the case information, develop thorough analysis and provide detailed recommendations. All slides should clearly apply relevant parts of the service quality model to the case material.

The notes section of PowerPoint will provide information that completely supports the slide. This is very important since the notes represent what the group presents verbally. Groups cannot claim to have said something beyond the notes. Each group has “the floor” for 25 minutes (presentation=15 minutes and discussion/questions=10 minutes).

Groups will provide a paper copy of the slides and notes (slide on top of page, notes on bottom of page) and e-mail the file to the professor prior to presenting. All group members are expected to speak during the presentation. Upload soft copy to bright space.

4. INDIVIDUAL ASSIGNMENT

Students record their experience with a service provider. Any type is acceptable; but students are not permitted to do any service provided by the University of Ottawa, or any service that maybe objectionable, unethical or illegal. The assignment requires a student to observe the physical environment, process and people (i.e., new 3 Ps of services marketing). Students should select a service in which they can experience all three of these elements in addition to the other 4 Ps of marketing. Consult the professor if you are unsure of your selection regarding the above.

The assignment requires description, interpretation and application of the experience. Students summarize their cognitive, affective, and behavioural responses as shown in the service-scape model with direct cause and effect of the relationships. In addition, service marketing concepts should be interpreted and applied within the service scenario to make analytical conclusions regarding service quality. There should be interpretation and application to the Gaps model, the dimensions of service quality, customer satisfaction, and customer loyalty. Based on the service quality issues discovered, additional service marketing concepts should be applied. Students should construct original exhibits to demonstrate their interpretation and application; and should not include copies of figures and exhibits.

Papers will be four single-spaced pages with a 12-point font. Any number of exhibits maybe added and should be referenced in the four pages. Include the academic integrity statement at the end of the assignment. Staple all pages (no binders etc.) with a cover page that has a title identifying the service, student number, course code, and date. Upload soft copy to bright space.

5. MID-TERM EXAMS

Mid-term Exam 1 will consist of 60 multiple choice questions from chapters 1 to 7 (20% of final grade). Exam length will be 70 minutes. Mid-term Exam 2 will consist of 60 multiple choice questions from chapters 8 to 14 (20% of final grade). Exam length will be 70 minutes.

6. FINAL EXAM

The final exam will have short and long answer questions from chapters 1 to 14 (30% of final grade). Final exam length will be 2.5 hours.

IMPORTANT NOTES

✘ GRADING POLICY:

- *No make-up activity or assignment can be undertaken in order to improve your marks, project, final exam, or course marks.*
- *Students with a personal situation that may affect the attendance requirement should inform the professor as early as possible during the semester. In managing the situation, the professor may require official documentation to support possible evaluation adjustments.*
- *A student who misses a mid-term exam for reasons approved by the Appeal Committee will automatically have the weight of the mid-term exam added to the weight of the final exam for a total of 45%. If a student misses both mid-term exams, the weight of the final exam will be 60%. The student must submit to the course professor written proof of the reason for the absence within 48 hours of missing the exam.*
- *A penalty of 15% of the assignment mark will be applied for the first day or part thereof. Every subsequent day or part thereof will incur an additional 10%.*

✘ CORRESPONDENCE:

- *Account: Always use your university account;*
 - *Subject: Always identify the course number and section (e.g., ADM3322A);*
 - *Response Time: Allow two working days to hear back. Therefore, it is best to e-mail far in advance with questions/comments. For example, there is no guarantee for an immediate response to an e-mail which was sent the day before a class or the day before the due date for a paper submission*
- ✘ *All materials prepared by the course professor, including class handouts and exam papers, are protected by copyright. Copying or scanning them or posting them on a website is therefore a violation of copyright and is illegal.*
- ✘ *Every effort has been made to ensure the information on this course outline is accurate at the time of publication. The University reserves the right to change the course content, if it becomes necessary. In such cases, the instructor will give the students clear and timely notice of the changes. Please note that the course website is an integral element of this course and you are responsible for checking it regularly.*

ADM3322 COURSE SCHEDULE - Fall 2018

Date	Chapters/Lecture topics	Cases	Groups
Sept. 5	Course Introduction		
Sept. 7	1. Intro to Services Marketing 14. Quality (pp. 450-454)		
Sept. 12	2. Consumer Behaviour		
Sept. 14	3. Positioning Services		
Sept. 19	4. Developing Service Products & Brands		
Sept. 21	5. Distributing Services		
Sept. 26	6. Setting Prices		
Sept. 28	7. Promoting Services		
Oct. 3	Mid-Term Exam 1 (Chapters 1-7)		
Oct. 5	8. Designing Service Processes		
Oct. 10	9. Balancing Demand & Capacity		
Oct. 12	10. Crafting the Service Environment		
Oct. 17	11. Managing People		
Oct. 19	12. Managing Relationships & Loyalty		
Oct. 21-27	Reading Week		
Oct. 31	13. Complaint Handling		
Nov. 2	14. Service Quality & Productivity		
Nov. 7	Case Study	TBA	
Nov. 9	Mid-Term Exam 2 (Chapters 8-14)		
Nov. 14	Guest Speaker		
Nov. 16		-Sullivan Ford (Case 1) -Dr. Beckett (Case 2) -Uber (Case 3)	1 Present; 4, 7, 10 Critique 2 Present; 5, 8, 11 Critique 3 Present; 6, 9, 12 Critique
Nov. 21		-Banyan Tree (Case 4) -Kiwi Experience (Case 5) -Gondolas (Case 7)	4 Present; 1, 8, 11 Critique 5 Present; 2, 9, 12 Critique 6 Present; 3, 7, 10 Critique
Nov. 23		-Aussie Pooch (Case 8) -Shouldice (Case 9) -Singapore Airlines (Case 11)	7 Present; 2, 5, 12 Critique 8 Present; 3, 6, 10 Critique 9 Present; 1, 4, 11 Critique
Nov. 28		-Starbucks (Case 15) -LUX (Case 16) -KidZania (Case 17)	10 Present; 3, 6, 9 Critique 11 Present; 1, 4, 7 Critique 12 Present; 2, 5, 8 Critique
Nov. 30	Course Conclusion	Individual Assignment is due December 5	

The number of teams and cases presented may be revised due to course enrollment.

Beware of Academic Fraud

Academic Regulation 14 defines academic fraud as “*any act by a student that may result in a distorted academic evaluation for that student or another student. Academic fraud includes but is not limited to activities such as:*

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- a) *Plagiarism or cheating in any way;*
 - b) *Submitting work not partially or fully the student’s own, excluding properly cited quotations and references. Such work includes assignments, essays, tests, exams, research reports and theses, regardless of whether the work is written, oral or another form;*
 - c) *Presenting research data that are forged, falsified or fabricated;*
 - d) *Attributing a statement of fact or reference to a fabricated source;*
 - e) *Submitting the same work or a large part of the same piece of work in more than one course, or a thesis or any other piece of work submitted elsewhere without the prior approval of the appropriate professors or academic units;*
 - f) *Falsifying or misrepresenting an academic evaluation, using a forged or altered supporting document or facilitating the use of such a document;*
 - g) *Taking any action aimed at falsifying an academic evaluation.*
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The Telfer School of Management does not tolerate academic fraud. Please familiarize yourself with the guidance provided at: <http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php>

Personal Ethics Statement Concerning Telfer School Assignments

Group Assignment:

By signing this Statement, I am attesting to the fact that I have reviewed not only my own work, but the work of my colleagues, in its entirety.

I attest to the fact that my own work in this project meets all of the rules of quotation and referencing in use at the Telfer School of Management at the University of Ottawa, as well as adheres to the fraud policies as outlined in the Academic Regulations in the University's Undergraduate Studies Calendar. [Academic Fraud Webpage](#)

To the best of my knowledge, I also believe that each of my group colleagues has also met the rules of quotation and referencing aforementioned in this Statement.

I understand that if my group assignment is submitted without a signed copy of this Personal Ethics Statement from each group member, it will be interpreted by the Telfer School that the missing student(s) signature is confirmation of non-participation of the aforementioned student(s) in the required work.

_____ Signature	_____ Date
_____ Last Name (print), First Name (print)	_____ Student Number
_____ Signature	_____ Date
_____ Last Name (print), First Name (print)	_____ Student Number
_____ Signature	_____ Date
_____ Last Name (print), First Name (print)	_____ Student Number
_____ Signature	_____ Date
_____ Last Name (print), First Name (print)	_____ Student Number
_____ Signature	_____ Date
_____ Last Name (print), First Name (print)	_____ Student Number

Personal Ethics Statement

Individual Assignment:

By signing this Statement, I am attesting to the fact that I have reviewed the entirety of my attached work and that I have applied all the appropriate rules of quotation and referencing in use at the Telfer School of Management at the University of Ottawa, as well as adhered to the fraud policies outlined in the Academic Regulations in the University's Undergraduate Studies Calendar. [Academic Fraud Webpage](#)

Signature

Date

Last Name (print), First Name (print)

Student Number

Access Service for students who need adaptive measures

Students who have a disability or functional limitation and who need adaptive measures (changes to the physical setting, arrangements for exams, learning strategies, etc.) to progress or participate fully in university life should contact Access Service right away:

- By visiting our office on the third floor of the Desmarais Building, Room 3172
- By filling out the [online registration form](#)
- By calling us phone at 613-562-5976

Access Service designs services and implements measures to break down barriers to learning for students with physical or mental health problems, visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities, or learning disabilities.